



# A COMPARATIVE STUDY OF HAPPINESS AMONG HOSTELLERS AND DELEGACY STUDENTS

Apurva Singh<sup>1</sup> | Dr. Saroj Yadav<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, University of Allahabad

<sup>2</sup>Assistant Professor, Department of Education, University of Allahabad

## ABSTRACT

Answers to the questions 'Does Gender and type of residence influence happiness and if so, how and how much?' depend on how one defines and operationalizes 'education', 'influences' and 'happiness'. A great variety of research scenarios may be constructed from our three essential variables. What public policies one ought to adopt and implement regarding the influence of gender and type of residence on happiness depends minimally on which of the great variety of research scenarios one adopts and maximally on lots of other things as well. Why is happiness such a sought after and cherished goal among humans? Happiness, as with other desirable qualities such as joy, pleasure, and gladness, is a preferred state of being because it is fundamental to a positive human experience. There are many benefits that come along with being happy. In this present study Comparative Survey Method of Descriptive Research was employed as the purpose of the research was to study the difference in Happiness among male female and hosteller, 300 Hostellers and 300 Delegacy students were selected by randomly from University of Allahabad who were studying at the undergraduate level delegacy students.

**KEY WORDS:** Happiness, Hosteller, Delegacy, Male, Female.

## INTRODUCTION:

Education is considered as the base of all development. Educational system is beneficial for the whole society and nation as well. Education plays a very important role in each and every Education is considered as the base of all development. Educational system is beneficial for the whole society and nation as well. Education plays a very important role in each and every individual's life. In today's competitive world education is necessity for every human being after food, clothing, and shelter. It is only education which promotes good habits, values and awareness towards anything like terrorism, corruption and much more. It keeps one aware of one's given surrounding as well as the rules and regulations of the society one is living in.

## THE CONCEPT OF HAPPINESS:

The philosophical and theoretical literature on happiness is abundant in India. Ancient texts and scriptures like the Vedas, the Upanishads and the Bhagwat Gita have explored the nature of happiness, and the insights gained from these writings are still relevant to Indian people, influencing their conceptions of happiness and guiding them on how to lead a happy life (e.g., Bhawuk, 2011).

For instance, many verses in the Bhagavad-Gita, one of the most widely acclaimed religio-spiritual philosophical texts of the Hindus, focus on the idea of avoidance of extremes and maintaining a kind of balance or equilibrium to enjoy a state of happiness. Bhagavad Gita (verse 5.21) mentions that "He who is unattached to the external world and its objects, and is attached to the inner Self, will attain supreme happiness, which is everlasting". The Vedanta philosophy suggests that that in one's consciousness, there always exists a state of perfect peace and pure happiness. But, desire and fear may agitate one's mind and obscure the happiness that always exists within (Padmanabhan, 2010).

Happiness from a hedonistic point of view concerns the unrestrained pursuit of immediate pleasure and enjoyment, comfort, the maximization of pleasure and the minimization of pain, and occurs when pleasurable experiences and sensory gratifications outweigh painful experiences. Rooted in hedonism, Bentham (1786/1996) popularized the utilitarian theory in which happiness was equated with both the presence of pleasure and absence of pain.

In this time of 21<sup>st</sup> century, Education is changing dramatically due to the changes in society, culture, family structures etc. As we know that there are various kind of human need and behaviour which are also effected by the education process. Students have different types of behaviour, intelligence and motivational objects. Some students of University live in hostels and some lives in delegacy. Their educational courses are different. When all students keeps different dimensions with each other then they may have different aspects of behaviour like level of happiness, values aspirations, spiritual intelligence and academic motivation. So the present study arise to measure different aspects of students behaviour.

Happiness is a very important factor in human life. It is due to happiness that a person has always a good feeling about himself and others, rejects despair feeling, accept his weakness, never forgets learning and always be honest to himself and others, lives in present time and is stable against problems. Happiness is a moral or emotional stage of well-being defined by positive or pleasant emotions rang-

ing from contentment to intense joy. When people are successful or safe, they feel happiness. Happiness is a sense of wellbeing, joy or contentment.

The quest for human happiness seems to be a fundamental part of the human experience. No matter what culture we may belong to, the need to be happy seems to be a fundamental need in the human psyche. Humans, throughout the millennia, have gone to great lengths to seek out and experience happiness. We find the search for happiness (among other things like meaning, wisdom, virtue, and spirituality) embedded in our myths, our folk tales, our legends, our religious doctrines, and in our histories. My answer is: It depends on how one defines and operationalizes the ideas of 'education', 'influences' and 'happiness'. More precisely, if one defines and operationalizes 'education' as highest level of formal education attained including.

'Happiness is something that you are and it comes from the way you think.'

- Wayne Dyer.

If one were to ask people the definition of happiness, one would likely get varied responses since happiness is a highly individual phenomenon and since many factors influence its outcomes. Also, the degree of happiness will also likely depend on one's inherited temperament and the unique circumstances of one's upbringing and socialization (Bok, D., 2010). So, a universal concrete definition is elusive. Different philosophers, theologians, and writers throughout history have had different visions of what it means to be happy, viewing happiness from different perspectives (e.g., political, moral, humanistic). Nonetheless, based on their research, Diener Suh, and Oishi (1997, P. 25) define happiness as a state of well-being where a person "...experiences life satisfaction and frequent joy, and only infrequently experiences unpleasant emotions such as sadness or anger."

In present study we need to know that students living in hostels are happier than delegacy students or not and male students are happier than female students or not. Delegacy students have parental support in their life; study process etc. and hostel student have more competition than delegacy.

Definition of Happiness-Happiness is the degree to which an individual judges the overall quality of his/her own life as a whole favourably. In other words how much one life's the life one leads.

## REVIEW OF LITERATURE:

Kaur et al (2014) conducted a research on "Happiness among Indian and Canadian university students: A comparative study". The sample consisted of 182 university students, 91 students (35 male and 56 female) each from India and Canada (41 male and 50 female) purposively selected from Delhi and Ontario. Descriptive survey method was used for the study. The 29 items Oxford Happiness Inventory (OHI) developed by Michael Argyle was used for collection of data. Data obtained were analysed using statistics like Mean, Standard Deviation, and t-test. Findings indicate significant difference in the happiness of Indian and Canadian university students, with Canadian university students were found to be happier than their Indian counterparts. Significant difference also exists in the happiness of Indian female university student and Canadian female university students, with Canadian female university students were found to be happier

than their Indian counterparts. Results further reveal no significant difference in happiness of Indian male university students and Canadian male students.

Veenhoven and Choi (2012) conducted a research on "Does intelligence boost happiness? Smartness of all pays more than being smarter than others". The relation between intelligence and happiness is explored on two levels, at the micro-level of individuals and at the macrolevel of nations. At the micro-level, the results of 23 studies were considered and no correlation between IQ and happiness was found. At the macro-level, the correlation between average IQ and average happiness in 143 nations was assessed and a strong positive relationship was found. Together these findings mean that smartness of all pays more than being smarter than others. This suggests that intelligence adds to happiness only indirectly through its effects on society. Educators should acknowledge this counter intuitive finding.

Kamvar, Mogilner, Aaker (2009) worked on "The Meaning (s) of Happiness" and it was found that the meaning of happiness is not fixed. It shifts as people age: Whereas younger people are more likely to associate happiness with excitement, older people are more likely to associate happiness with feeling peaceful—a change driven by increasing feelings of connectedness (to others and to the present moment) as one ages.

#### OBJECTIVE:

1. To compare happiness among male and female students.
2. To compare happiness among hostellers and delegacy students.

#### HYPOTHESIS:

1. There is no significant difference between male and female students on their happiness.
2. There is no significant difference between hostellers and delegacy students on their happiness.

#### METHOD OF STUDY:

Research is a systematic activity and, as a process, it employs a scientific methodology. A research design provides a framework within which the activity is conducted. It links the data to be collected and conclusions to be drawn to the initial questions of the study. It provides a conceptual framework and an action plan for getting from questions to set of conclusions. It is only the appropriate design which shifts the facts in the light of objectives and enables the researcher to achieve results.

In the present research, Comparative Survey Method of Descriptive Research was employed as the purpose of the research was to study the difference in Happiness among male female and hostellers delegacy students.

Variable- This study includes the variables Happiness, Hosteller, Delegacy, Male, Female.

#### POPULATION AND SAMPLE:

A population is an aggregate of all the cases that conform to some designated set of specifications whereas 'Stratum' may be defined by one or more specifications that divide a population into mutually exclusive segments. The main purpose of the research is to discover principles that have universal application for the whole population, but to study a whole population to arrive at a generalization is impracticable and impossible. The population of the present study was undergraduate level students.

Sampling refers to the strategies which enable the researcher to pick a sub-group from a large group and use this as the basis for making judgments about the large group. In the present endeavour, Multistage Random Sampling Technique was used to collect the data.

First of all, 150 Hostellers and 150 Delegacy students were selected by randomly from University of Allahabad. After that, from each selected group of Hostellers and Delegacy students, 75 male students and 75 female students were selected randomly. In this way a total of 300 students were randomly selected as sample.

#### DATA COLLECTION AND ORGANIZATION:

The data for the present study was collected from 300 undergraduate level students of Allahabad. In the sample, all data was collected personally by the researcher. The researcher went to the institutions and explained the need and objectives of the present study to the students. They were motivated to complete the test honestly within the specific time. All the instructions written on the front page of the tool were made clear to the students. After collecting the test answer sheet, the researcher thanked the students for their help and cooperation in the collection of the required data.

#### DESCRIPTION OF TOOLS:

The selection of appropriate tools is of vital importance for collection of data which depends on various considerations such as objectives of the study, availability of suitable tests and scales, personal competence of the researcher to administer, score and interpret the results. The following tools were selected and

used by the investigator in the study:

Happiness Scale by R. L. Bhardwaj and Poonam R. Das

#### Happiness Scale:

For the measuring of Happiness of students, Happiness Scale constructed and standardized by R. L. Bhardwaj and Poonam R. Das was used in present study. The final form of Happiness Scale consists 28 items relating to issue of happiness and hold the property to evoke response correctly. Scale of happiness can be administered in both individual and group testing situations.

**Scoring:** the scoring of the happiness scale is very easy the quantitative analysis is based on the credit score given to each on the basis of Likert scale. Scale has both positive and negative items. Positive items shall provide the credit score as 5, 4, 3, 2 and 1 from upper to lower. The scoring of item number 6, 9, 10 and 14 will be reverse order from upper to lower in the form of 1, 2, 3, 4, and 5. The sum of all the credit score achieved on each item of the scale will be the score on the happiness scale.

**Reliability of Scale:** The reliability of scale has been determined by two methods. First one is the temporal stability of the scale has been determined by test-retest method after a gap of 21 days on scores obtained by happiness scale. The product moment correlation between test-retest score was found to be 0.71 on the sample of 100 cases. Second one is split half reliability of the scale on the sample of 150 cases was determined with the use of Gutman and Sperman Brown found to be 0.74 and 0.79 respectively.

**Validity of Scale:** Since the selection of the item in the scale is based on the research proven criteria, the content validity of the scale is expected to be at satisfactory level. The theoretical validity has been estimated between ranges of 0.84 to 0.88

**Result:** In the present research paper, Comparative Survey Method of Descriptive

Research employed as the purpose of the research was to study the difference in

#### Happiness:

In the present study, Multistage Random Sampling Technique was used to collect the

**Data:** Total 300 students were randomly selected as sample, in which 150 Hostellers students and 150 Delegacy students included 75 male and 75 female students. The data was collected by Happiness Scale constructed by R. L. Bhardwaj and Poonam R. Das, t-test were used to analyse the data.

#### RESULTS:

##### 1. To Compare the Happiness among male and female Students .

**Hypothesis:** There is no significant difference in the Happiness among male and female Students.

For the testing of this null hypothesis t-test have been computed. Results have been depicted in table.

S. No.	Groups	Number (N)	Mean	S.D.	t-value	Table Value
1.	Male Students	75	110.65	15.027	2.61	1.98 [0.05]
2.	Female Students	75	117.20	15.703		2.16 [0.01]

Significant at 0.05 level.

Table shows that the mean score of Happiness of male Students is 110.65 and standard deviation is 15.027 while the mean score of Happiness of Female Students is 117.20 and standard deviation is 15.703. The calculated t-value 2.61 is higher than the table value 1.98 for the degree of freedom 148, so it is significant at 0.05 and 0.01 level of significant. Thus, the null hypothesis "There is no significant difference in the Happiness among Male and Female Students" is rejected. It means that there is significant difference in the Happiness among Male and Female Students.

##### 2. To compare happiness among hostellers and delegacy students.

**Hypothesis:** There is no significant difference between hostellers and delegacy students on their happiness.

S. No.	Groups	Number (N)	Mean	S.D.	t-value	Table Value
1.	Hostellers Students	150	113.93	15.665	2.03	1.97 [0.05]
2.	Delegacy Students	150	117.37	13.678		2.59 [0.01]

Significant at 0.05 but not significant at 0.01 level

Table shows that the mean score of Happiness of Hosteller Students is 113.93 and standard deviation is 15.665 while the mean score of Happiness of Delegacy Students is 117.37 and standard deviation is 13.678. The calculated t-value 2.03 is higher than the table value 1.97 for the degree of freedom 298, so it is significant at 0.05 but not significant 0.01 level of significance. Thus, the null hypothesis "There is no significant difference in the Happiness among Hostellers and Delegacy Students" is rejected. It means that there is significant difference in the Happiness among Hostellers and Delegacy Students.

#### CONCLUSIONS:

There is significant difference in the Happiness among Male and Female Students.

There is significant difference in the Happiness among Hostellers and Delegacy Students.

#### SUGGESTIONS:

The present study was conducted to compare the Happiness among Hostellers and Delegacy Students. On the basis of the present study, the investigator presents the following suggestions for further research:

1. A study can be done by taking other positive psychological variables and social variables.
2. A similar study can be conducted in other disciplines like medical, engineering and nursing.
3. The present study is conducted among a few sub samples based on the demographic variables. Similar studies can be conducted with other demographic variables like marital status and types of family etc.

#### REFERENCES:

- I. Alexandrova, A.: 2005, "Subjective well-being and Kahneman's 'Objective Happiness'", *Journal of Happiness Studies*, 6(3), pp.301-324.
- II. Bok, D. (2010). *The Politics of Happiness*. Princeton University Press: Princeton.
- III. Bok, S. (2010). *Exploring Happiness: From Aristotle to Brain Science*. Yale University Press: New Haven.
- IV. Bruno, F. and Stutzer, A. (2005). *Happiness Research: State and Prospects*. Review of Social Economy.
- V. Duncan, G. (2007). *After Happiness*. Journal of Political Ideologies.
- VI. Ferris, A. (2002). *Religion and the Quality of Life*. Journal of Happiness Studies.
- VII. Layard, R. (2005). *Happiness: Lessons from a New Science*.
- VIII. McGill, V. J. (1967). *The Idea of Happiness*.
- IX. Myers, D.G. and E. Diener: 1995, "Who is happy?", *Psychological Science*, 6(1), pp.10-19.
- X. Nettles, D. (2005). *Happiness: The Science Behind Your Smile*.
- XI. Piroozi H. Isfahan : Isfahan University : (2003). *Evolution and comparison of ethnic groups happiness in Isfahan University student*.
- XII. Quennell, P. (1988). *The Pursuit of Happiness*.